

Hampton Magna Pre-School

Community Centre, Field Barn Road, Hampton Magna, WARWICK, CV35 8RT

Inspection date	26/11/2014
Previous inspection date	06/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress, as a result of well-planned, exciting activities and learning opportunities, through which they are challenged and stimulated.
- Teaching is good and staff plan effectively for individual children as a result of their accurate observations and assessments.
- Staff have a thorough understanding of the robust safeguarding policies and procedures that are in place and are vigilant in the implementation of these, so that children are kept safe.
- Children are very happy and settled. The caring staff ensure their needs are fully met, as they work closely with parents, so that children receive consistency in their routines. Children are very well behaved and confident and form close friendships at the pre-school.
- Good leadership and management means that there is very effective monitoring and self-evaluation, which leads to continuous improvement in all aspects of the provision and in children's learning experiences.

It is not yet outstanding because

- Staff have not yet found consistently successful ways to engage all parents, so that a shared approach to children's learning is fully embraced.
- Links with other early years providers are not yet maximised, in order to engage in mutual support.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two playrooms and the outdoor play area, including a joint observation with the manager of the pre-school.
- The inspector held meetings with the manager and the provider of the pre-school.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of the suitability of staff working in the pre-school and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Hampton Magna Pre-School was registered in 1985 on the Early Years Register. It is situated in the community centre in Hampton Magna, Warwickshire and is managed by a committee. The pre-school operates from the main hall and a large adjacent room and there is an enclosed area available for outdoor play. On Mondays, Wednesdays and Thursdays, opening times are from 9.30am to 3.30pm and on Fridays from 9.30am to 12 noon. The pre-school is only open during school term time. The pre-school employs four members of childcare staff. Two hold appropriate early years qualifications at level 3. Children attend for a variety of sessions. There are currently 16 children attending, who are within the early years age range. The pre-school provides funded early education for three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the already good partnership with parents by exploring further ways to involve them, particularly in ways that they can support their children's learning at home
- build on existing links with other local early years providers, in order to share ideas and best practice on a regular basis.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff observe and record children's interests during their play and plan effectively according to the information that they gather. They adapt their planning based on their observations of children during the week, so that they are constantly building on their learning. Staff obtain initial information from parents about what children already know and can do. They use this as a starting point from which to measure children's progress. Children are assessed regularly throughout the year, so that staff identify and address any gaps in learning and plan for each child's next steps. Parents are well informed about their children's progress through regular contact with staff, the detailed newsletters that they receive and the information on the display boards. They are welcomed into the pre-school and can speak to their child's key person or see their progress records at anytime. However, staff do not always engage all parents successfully to promote children's ongoing learning at home.

The main room is well set out, so that children can choose their activities independently.

They use another room for quieter activities and to gather together for discussion time, stories and songs. Children enjoy painting with glittery paint. They choose and name the colours and are very creative. Staff ask children about their pictures and develop their communication skills very well. Children make play dough cakes and stick lengths of dry spaghetti into it to make hedgehogs. They proudly show staff what they have made and name the various shapes that they cut in the dough. Children are very well prepared for the next stage in their learning and for school because staff teach them to recognise and write letters and numbers. They learn letter sounds and count during many activities, for example, during a game of hide and seek. Teaching is good, as staff know children well and ensure they are challenged and stimulated through the exciting activities. They help children to extend their counting and number recognition as they find number cards in a tray of rice. All children are very busy and engaged in their learning. Staff encourage and answer their many questions, which shows that children are thinking about their learning and are curious about how and why things happen.

Children enjoy outdoor play and they develop their physical skills well as they use the wheeled toys, bats and balls, climbing and balancing equipment. They are very imaginative and enthusiastic as they pretend to chop, hammer and drill the tree with toy tools. They explore how things work in their play with magnets and torches. Also, they are very enthusiastic in joining in with stories and rhymes. Children become used to concentrating very well on adult-led activities, so that they are ready to do this at school. Children with special educational needs and/or disabilities are supported well, as staff work in partnership with parents and other professionals.

The contribution of the early years provision to the well-being of children

Children settle quickly and are emotionally secure in the caring and welcoming atmosphere of the pre-school. They form very good relationships with all staff, who know them well and are very aware of their needs. Children enjoy chatting to staff and each other at mealtimes and have very good relationships with each other. Staff encourage parents to share daily information about children's well-being, so that they can meet their needs effectively. They obtain information about children's care routines and preferences before they start, so that they can provide consistency of care. Parents state that children enjoy attending the pre-school and they form close bonds with their key person. Children sing a 'hello song' each morning and afternoon, so that they all get to know each other's names and have a sense of belonging. They are kind and thoughtful towards each other and staff teach them to share and take turns.

Children enjoy healthy snacks provided by the pre-school and they bring their own packed lunches from home. Staff ensure these are healthy and that children eat savoury food first, followed by sweet items. Children learn to be independent as they help themselves to milk or water. They learn to dress themselves and to make independent choices in their activities in readiness for school. They learn about healthy eating, as they grow some of their own vegetables at the pre-school. Children's health is well protected, as their place mats show staff if they have any allergies to certain foods. Staff obtain this information from parents when children start at the pre-school. Children have plenty of exercise in their outdoor play and through movement sessions in the large indoor space. They learn

to manage risks safely, as staff teach them how to keep themselves safe when they use the climbing and balancing equipment.

Behaviour is very good because staff explain clearly to children that they need to follow the rules, so they can all be safe. Children know they do not run indoors and that they must be kind to others. The move onto school is managed smoothly, so that children experience as little disruption as possible. Most children move onto the school next door and staff take them to the Christmas play and other events, so they become used to the building and staff. They share information about children's progress and needs with the teachers, so that consistency is maintained. Staff prepare children well through discussions about what they might do at school, so that they feel secure and emotionally well prepared.

The effectiveness of the leadership and management of the early years provision

Children are safe and well protected. The manager and the committee are vigilant in ensuring that staff are well trained and have a full understanding of safeguarding and child protection. All staff have recent training. Also, the manager and the committee chairperson have recently attended training as designated safeguarding leads. The manager includes safeguarding for discussion in staff meetings and extends this to parents, so that children are further safeguarded. Staff know how to identify and report concerns, as they follow the guidance in the policies. Also, the local authority contact details are on display in the pre-school. There are rigorous procedures for the recruitment of staff and the collection of children. The premises are very secure and staff carry out daily risk assessments, so that the premises and equipment are safe for children to use. The number of children and adults present are displayed on the exit to the outdoor area. This is in case of emergency evacuation, so that all staff know who is in the building at any one time. Children are very well supervised and accurate records are kept and analysed, so that their health is well protected.

The provision is well monitored by the staff and the management team. Regular appraisals and observations of staff performance are carried out by the manager, who works in the room with them. These observations are used to identify staff training needs and they may also request courses, which contribute towards their professional development. This means that children's learning experiences are enhanced through the improvement of staff's knowledge and skills. Staff are very well motivated and work very effectively as a team to evaluate their provision and identify areas for improvement. The staff, the manager and parents contribute to the effective self-evaluation process and plan the improvements to be made. Parents are very well informed about the policies and procedures in the pre-school. They are involved in events, such as the Christmas play and a summer fun day and are well informed about any changes to the provision.

Staff are supported very effectively by a local early years adviser, who assists in the monitoring of the provision. There are established links with other local early years providers and schools and the manager attends some network meetings. However, these are not yet strong enough to enable staff to share ideas and best practice regularly.

Effective links with childminders ensure that children's learning is complemented where their care is shared. Also, children's well-being is protected through the regular sharing of information between the pre-school, parents and the childminders.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	200607
Local authority	Warwickshire
Inspection number	962651
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	16
Name of provider	Hampton Magna Pre School Committee
Date of previous inspection	06/02/2014
Telephone number	07840179493

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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